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ABSTRACT

As a continuation of previous research, this project was designed to test the efficacy of a multi-media individualized program in Spanish. Spanish 2 students were divided into three groups, two experimental and one control group. One experimental group utilized the individualized approach in Spanish 1 and Spanish 2. The other studied traditional Spanish 1 and entered an individualized Spanish 2 class. The control group completed Spanish 1 and Spanish 2 by the traditional method. Pre-tests indicated that there was no significant difference in achievement among the groups. Post-test results showed that the students whose initial experience with the individualized approach began at level 2 made less progress than did the other two groups in listening and writing. It is concluded that orientation difficulties noted in the first year's research are more severe when they are experienced at level 2. Students with two years of individualized instruction make progress similar to the traditionally taught group. Their attitude is more positive and, regardless of level of achievement, more of them continue learning Spanish than do those in the control group. For the previous report, see ED 066 100. (Author)

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SPECIAL APPROACH TO SPANISH

(CONTINUATION)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

A project under N. D. E. A. Title VI

PORTLAND PUBLIC SCHOOLS
Portland, Maine
July, 1973

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Final Report

Project No. N-11049SA
Contract No. OEC-0-72-0239

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CONTINUATION OF SPECIAL APPROACH TO SPANISH

July 25, 1973

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Institute of International Studies

AUTHOR'S ABSTRACT

As a continuation of previous research, this project was designed to test the efficacy of a multi-media individualized program in Spanish.

Spanish II students in Portland, Maine were divided into three groups, two experimental, one control group. One experimental group utilized the individualized approach in Spanish I and Spanish II. The other studied traditional Spanish I and entered an individualized Spanish II class. The control group completed Spanish I and Spanish II by the traditional method.

As pretests, the results of the Modern Language Association Battery 1 for Spanish I in listening, speaking, reading, and writing, and a test "Spanish and Latin American Life and Culture" 2 were used. They indicated that there was no significant difference in achievement among the groups.

Post test results show that the students whose initial experience with the individualized approach began at level II made less progress than did the other two groups in listening and writing.

It is concluded that orientation difficulties noted in the first year's research are more severe when they are experienced at level II. Students with two years of individualized instruction make progress similar to the traditionally taught group; their attitude is more positive; regardless of level of achievement, more of them continue learning Spanish than do those in the control group.

1. published by Educational Testing Service, Princeton, N. J.

2. published by Bureau of Educational Measurements, Emporia, Kansas.

Final Report

Project No. N-11049SA
Contract No. OEC-0-72-0239

Title of Report: Continuation of Special Approach to Spanish

Nancy A. Thompson
Thomas F. Marx
Portland Public Schools

Portland, Maine

July 25, 1973

The research reported herein was performed pursuant to the contract with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education

Institute of International Studies

PREFACE

For the past several years individualized instruction designed to meet the needs of students of widely varied interests, backgrounds, and aptitudes has been encouraged in the Portland Public Schools. This program, undertaken at Deering High School, during the academic year 1971-1972, has been expanded during 1972-1973 to include Portland High School and King Junior High School. Other schools in Portland have experimented with modifications of this program.

The Project Director wishes to recognize the enthusiastic and cooperative attitude toward this project that has been demonstrated by the majority of the members of the foreign language staff in the Portland Public Schools.

In particular, the staff members of the Spanish departments at Deering High School and at Portland High School have provided most valuable service in their skillful approach to the problems involved in the implementation of this program.

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Chapter I - Introduction

Background for the Study

During the academic year 1972-1973 the professional staff in the Spanish departments at Deering High School and at Portland High School, both located in Portland, Maine, conducted research in a multi-media individualized method of instruction in Spanish language and culture. A continuation and expansion of an initial study based on an individualized approach to learning at Deering High School during the academic year 1971-1972, this second phase of the program is entitled "Continuation of Special Approach to Spanish". For results of the research done in 1971-1972 see the previously issued report, "Special Approach to Spanish". [1]

The need for a course of this type was indicated at both high schools because of the diversity in ability and academic background of those students who elect Spanish I and Spanish II during grades ten through twelve.

At both schools the staff has for some years been faced with the serious problem of finding a teaching and learning method that would permit maximum achievement on the part of each of the students involved.[2]

Problems under Consideration

The conclusions reached as a result of the first year's operation made it necessary to continue the project for a second year. "In an individualized program for senior high students beginning Spanish I who have previously been taught by traditional methods in their other courses, a period of three or four months appears to be required for orientation and development of an ability for self direction.... it is recommended that an accurate assessment of the independent variable individualized learning may require measurement of achievement during a second year of program operation when the variable of orientation has already been controlled".[3] To eliminate the variable the students were divided into the following groups: Fourteen students at Deering High School who have previously had a year's experience in the individualized or experimental group will hereafter be called Group A. Fifteen students at Portland High School, having completed Spanish I in a traditional class, studied Spanish II in an individualized class in 1972-1973. This group, hereafter, called Group B, provided data for testing the hypothesis that an orientation period is

1. Thompson, Nancy A., "Special Approach to Spanish", prepared under the auspices of the U. S. Dept. of Health, Education, and Welfare, Office of Education, Institute of International Studies, dated July 25, 1972
2. Ibid., p. 5.
3. Ibid., pp. 18 & 19.

required for students who are in their initial year of study in an individualized class.

Group C, the control group, containing a total of thirty-two students, is made up of two classes at Deering High School in which the students have completed two years of Spanish, both taught in the lockstep traditional method.

Statement of Objectives

A comparison of the achievement of these three groups and of their attitudes toward their work is to provide the basis for reaching the objectives of this research. A formal statement of the objectives is as follows:

a. To continue the research and demonstration project in Spanish that will test the degree of effectiveness of a multi-media continuous learning program.

b. To test the efficacy of individualized instruction on different kinds of learners.

c. To research the effect of teacher attitude toward change.

d. To continue the research of an interdisciplinary approach incorporating studies and humanities with the study of Spanish.

e. To increase the scope of the research testing performance or achievement criteria against traditional classes by adding more classes from another school.

f. To study the effect of a program wherein a student may voluntarily work on an individual basis in class, after school or during any free periods of time.

g. To compare the achievement of the students in this project with (1) a control group of similar first and second year students in a formal language course and (2) with a group undertaking individualization at level II having completed Level I in a traditional class.

Summary of Relevant Work

Individualized programs are to be found in beginning or experimental stages in various cities and towns all over the United States as well as Portland. A dozen examples are listed below:

1. John Dewey High School, New York City
2. Montgomery County, Maryland
3. Eagle Rock High School, Los Angles
4. Lincoln High School, Manitowoe, Wisconsin
5. Bangor High School, Bangor, Maine
6. Independence High School, Independence, Ohio
7. Brighton High School, Salt Lake City, Utah
8. Anne Arundel County Schools, Maryland
9. Ithaca Public Schools, Ithaca, New York
10. Charles Town Senior High School, Charles Town, West Virginia
11. Capuchino High School, San Bruno, California
12. Gaithersburg High School, Gaithersburg, Maryland [4.]

More fully developed programs are in operation in West Bend, Wisconsin, St. Louis County, Missouri, Mountain View, California, and Morgan Hill, California.

Research in individualized instruction has been attempted to some extent in these aforementioned programs.

Individualized programs represent a new orientation toward educational strategies. The programs listed above describe objectives, materials, procedures and evaluations in a tutorialized situation; the St. Louis County, Missouri project has applied all of the most recent educational innovations such as team teaching, differential staffing, flexible schedules etc., to the

4. From Lange, Dale L., editor, Britannica Review of Foreign Language Education vol. 3, 1971, sponsored by the American Council on the Teaching of Foreign Languages, pp. 236 and 237.

foreign language curriculum. West Bend, Wisconsin operates one of the most widely-known individualized programs, many features of which are incorporated into our local research project. Much of the in-service training given in Portland was based on materials from this school system. The first year phase of the Portland program is described in the Britannica Review of Foreign Language Education, Vol. 3, 1971, on pages 235 and 236 thus:

> One rather "new experiment is being attempted in Portland (Maine) Public Schools. Again, the program is not new in theory, but new in practice in that particular school district. It is an example of a slowly developing pattern of individualization in American foreign language teaching. Simply stated, the school district wants to change Spanish I from a course based on time spent to one based on performance criteria alone. In the beginning stages all students meet in a group with the teacher. The purposes of large group meetings in the initial stages are to achieve (1) instruction in the basic skills of the language learning process, (2) group practice leading to a good background in pronunciation and listening-comprehension skills, (3) development of the attitude and self-discipline necessary to language learning, and (4) training in procedures to be followed in the continuous learning phase of the program.
>
> After completing this introductory phase of the program, the student takes a pretest. Successful completion of the pretest means he is ready to enter the second phase of the program in which he will proceed at an individualized rate. He then advances according to his performance in prescribed tests. Now and then he will meet with larger groups of students to discuss topics for cultural enrichment. Small groups of students whose language learning levels are similar meet from time to time to use the target language for communication. The teacher supervises individual and group work with the help of teacher assistants and advanced Spanish students.

Limitation of the Research

The sampling of students was limited to those students in grades 11 and 12 who elected to take Spanish II. They were from the two high schools in Portland, Maine.

In addition, although their progress was not measured for purposes of this research, the materials developed for this program were utilized by Spanish II students in grade 9 at King Junior High School in Portland. This demonstrated the authenticity of the opinion expressed in the previous report that "the individualized program utilized by the experimental group is considered by the Portland Public Schools to be a pilot program which, if effective with these students, can be used in any regular school classroom".[5]

5. Thompson, Nancy A. "Special Approach to Spanish", published under the auspices of the U. S. Department of Health, Education, and Welfare, Office of Education, Institute of International Studies, dated July 25, 1972.

Chapter II Methods and Procedures

Personnel

Two teachers of Spanish, Armand Polito of Deering High School and Alan Palais of Portland High School, coordinated the "Special Approach to Spanish" program within their respective schools.

Armand Polito has been teaching Spanish at Deering High School since 1942. It was in response to his request for a better method of meeting the needs of individual Spanish students that this project was originally designed. He has, therefore, been actively involved in the "Special Approach to Spanish" program since it's inception. He was assisted in 1972-1973 by Mrs Haydee Snyder, a native of Chile and graduate of Catholic University of Chile located in Santiago. She had two years of teaching experience in Santiago before coming to the United States, and Spanish is her native language.

Alan Palais, through inservice programs offered in the Portland Public Schools, became interested in individualized instruction. He requested that his Spanish II class become a part of the research project. From observation of the first phase of this program (Spanish I at Deering High School in 1971-1972) his general enthusiasm for this approach to learning became more concrete, and he was of the opinion that it could operate successfully within his classroom. Stanley Culp, a certified Spanish teacher who is a recent graduate of the University of Maine, was the teacher assistant at Portland High School.

Roy Packard, a Spanish teacher at King Junior High School in Portland, who has experimented with forms of individualized instruction for five years at the junior high level acted as a consultant. His experience with this method of learning has been most helpful.

The above staff, under the guidance of the project director, Mrs. Nancy A. Thompson, Director of Foreign Languages, Portland Public Schools, developed the contracts, prepared audio visual materials and produced cultural units based on commercially prepared materials. These included units on Spain and Latin America designed for use in a large group situation followed by discussion in small groups.

Dr. Thomas F. Marx, former Director of Research and Evaluation and presently Assistant Superintendent for Secondary Schools, designed the research component of the project. A secretary, Mrs. Wanda Karlen, typed the contracts, prepared materials, and maintained student records.

Staff Orientation

The staff orientation, planning and materials development sessions were held September 5 - 27, 1972 and on one afternoon weekly during the academic year. These meetings were attended by the two teachers, the two teacher assistants and the project director. A formula was devised that included the variables of quantity and quality of work accomplished by the students. (See Appendix D)

Program Design

The basic materials used for the second year program were Learning Spanish the Modern Way, Level II, Third Edition. These are published by Webster McGraw-Hill Publishing Company under the title, Español: A Sentirlo, dated 1972. Since both tapes and filmstrips are available in this program, these were adapted to fit the requirements of each individual contract. The design of the student contracts was altered slightly from the one in use for Spanish I. In accordance with recommendations based on experience in the first year's work, the contracts were shortened. At the staff meetings it was anticipated that student motivation would be improved by the feeling of success that would accompany the more frequent fulfillment of the requirements of each contract. In addition, the materials were easily adapted to a series of approximately nine contracts for each chapter of the text (for sample contracts see Appendix A). The new vocabulary introduced in each lesson of the text appears in the first contract for that lesson (example: Contract 3(a).) The vocabulary is printed on pink paper so that the student may refer to it easily and quickly.

Another feature of the second year contracts is a revised method of indicating the objectives to the student. Material that the student must master in all four skills - listening, speaking, reading and writing is recorded in a box on the first page of the contract whenever this is appropriate (example: contract 3 (b).)

Each contract is accompanied by an oral as well as a written quiz. Written quizzes are printed on green paper so that the staff may easily identify those students who are taking quizzes at any given point in time. (See Appendix B for oral quiz format and Appendix C for sample written quizzes designed to accompany the sample contracts that appear in Appendix A).

Minimum Standards and a Grading System

The Portland Public Schools have a standard letter grade system for reporting student achievement at the secondary school level. Since this is one of the first individualized programs to be adopted at the secondary school level, it was necessary to adopt a grading system that would give recognition to the individualized approach and still be compatible with the standardized grades given to students in their other classes.

Although community acceptance of this type of program seemed assured after the first year of operation, the mechanics of reporting student achievement still caused difficulties in the opinion of the professional staff and of the school administrators. (For a set of the guidelines established for this purpose see Appendix D.)

Individualized instruction has been implemented in all major subjects in the elementary schools in the Portland Public Schools. During the summer of 1973 this methodology is being extended and expanded to include students in grade seven. Concomitant with this program development is the establishment of a grading system based upon a checklist of student skill acquisition. The intention is to continue and to expand these programs through the junior and senior high school programs. As the method becomes generally used throughout all levels of instruction, it is hoped that the professional staff will be able to develop a checklist method of reporting that will be more suitable for the individualized Spanish program and be generally understood by students and their parents.

Equipment

The program at Deering High School was well equipped with the necessary facilities for individualized instruction as a result of the previous year's operation of the program. However, equipment necessary for operation of the program for the experimental group located at Portland High School consisted of cassette recorders, headsets, and filmstrip viewers to be used by the students in the acquisition of listening-comprehension and speaking skills. A junction box was used whenever several students wanted to listen to the same cassette at a given time. Although all of these were kept in a storage cabinet in the classroom, they were readily available to all students as the cabinet was kept open during the school day.

Record Keeping

Each student had a manila folder on file that contained the contractual material that he was currently using. Completed contracts and quizzes were kept in a separate file by the teacher. They formed a complete record of the actual work accomplished by each student. Chapter tests prepared by the McGraw-Hill Publishing Company were utilized for determining student mastery of the basic skills to be acquired through completion of each lesson in the text. These tests were, therefore, used as a review of the work accomplished in approximately nine contracts, or one lesson in the text.

A master chart was used for recording progress in each experimental group. The chart contained the student's name, the date that he completed each contract, and a grade for that unit of work. This chart was not posted on the bulletin board in order to avoid embarrassment to students who were making very slow progress, but was kept in the language office where students could see it if they wished to. (See Appendix F)

Learning Procedures (Experimental Groups)

Each student was provided with his own text. He assumed the responsibility for completing contracts of individual study based on use of these materials and on the filmstrips and tapes that are coordinated with them. Additional enrichment materials were also incorporated in order to enhance the basic program. Individual cassette recorders (audio-comparative) and individual filmstrip projectors were in the classroom at all times for student use. In addition, the teacher, teacher assistant, or an advanced Spanish student was available to help the student during class periods and at other times during the school day in the language laboratory.

Advancement from one contract to another was dependent upon successful completion of tests to be taken when both the teacher and the student agreed that he was ready for them.

Much of the student's class time was spent on this individualized study. Once or twice a month he met with large groups of other Spanish students for cultural enrichment of the program featuring a film, a demonstration of Spanish music, the dance, or any program that presents the way of life in a Spanish speaking country. (A one week student trip to Spain was conducted by faculty members in April, 1973).

Students who had made similar progress in the contracts met once a week with the teacher in small groups for practicing oral skills and for exchange of ideas about common problems. Any student who had not reached minimum standards (see Appendix D) was placed under close teacher supervision until he reached the minimum standard. He then resumed work on the contracts at his own pace.

1. Comprehension and speaking were learned by means of coordinated text, tape, and filmstrip. The necessity for translation was greatly reduced by use of the filmstrip.

2. Reading and writing were learned from the textbook coordinated with the workbook. The teacher or teacher assistant was available to help the student with this. Recombinations and variations of the introductory material in each unit provided reading practice and cultural information.

3. Structure was learned simultaneously with the above-mentioned skills. It was supplemented by reading selections, films and tapes that depicted social customs, art, and music in Spain and in Latin America.

Group A

Group A, defined as those students who took part in the experimental individualized instruction in Spanish I at Deering High School during 1971-1972, continued in the individualized program during 1972-1973. In addition, two students who entered school after September were enrolled in this class. One of them began to work on Spanish I on February 6, 1973, the other, having had three semesters of Spanish previously, started to work on individualized contracts for Spanish II on January 31, 1973. The school would not have had a Spanish class suitable for these two students if the traditional type of class were the only one offered.

All other students in group A, since they were already familiar with the method of procedure and the use of the equipment, started in September, 1972. They proceeded with the assurance gained the previous year at the point at which they had arrived in June, 1972. Nine of the seventeen students enrolled in the class had not completed Spanish I during 1971-1972. These students completed the objectives for Spanish I during 1972-1973. Three students dropped Spanish at this point; the rest continued with the language by beginning work on the Spanish II level.

A group of six students who were not making satisfactory progress met regularly for special help with the teacher during November and December. As each student reached the minimum standard of progress (see Appendix D), he returned to the independent study phase of the program. Other members of group A spent 80 percent of their class time working on contracts. The remaining time was used for small group conversations or reading practice with the teacher assistant as well as for cultural presentations by the staff and by the students themselves.

Group B

Group B is defined as those students in Portland High School who completed Spanish I in a traditional class then entered an individualized class in Spanish II in the academic year 1972-1973. A period of orientation to this form of study was necessary before these students could move ahead at their own pace. The method was new to both staff and students; all spent some time in becoming familiar with the use of the equipment, the contract method of skill acquisition, and the record keeping procedures.

With the exception of the six weeks orientation period the learning procedures and methods used were the same as those described for Group A. A video tape was made of Group B on two different occasions. It shows the class in operation and is available upon request.

Group C (Control Group)

Group C consisted of two classes in Spanish II at Deering High School. The students were taught by the traditional method in both Spanish I and Spanish II, moving from lesson to lesson in a lockstep program. The same textual materials were utilized for all three groups, thus eliminating any variable in materials.

Roles of the Student and of the Teacher

The student who had entered the continuous, self-paced, and individualized phase of the program (Groups A and B) worked independently or with other students. Always the teacher or teacher assistant was available for consultation and assistance. In this program the teacher was a facilitator of learning, one who "involves himself as a helper, counselor, and most important of all, as a motivator of every student who wants to learn".[6] This method could well be called

6. Braswell, David M., "Individualizing the Junior High Foreign Language Curriculum" in Howard B. Altman, editor, Individualizing the Foreign Language Classroom, Newbury House, Rowley, Mass., 1972 p. 115.

"personalized" learning, as each student was encouraged to use those procedures that were best suited to him as a learner. For some, working alone was far less effective than working in a small group. Others preferred to isolate themselves from the rest of the class and to work as individuals.

Education

The Modern Language Association Tests for Spanish, Form LB, published by Educational Testing Service, were administered to all students in June 1972 as measures of their achievement in listening, reading, and writing skills. The students at Deering (both experimental and control) were given the speaking test also. Equipment was not available for administering this test at Portland High in June 1972. Therefore, no pretest speaking scores are available for Group B. In May of 1973 the same tests were administered to all students who participated in the project, the experimental and the control groups. The test "Spanish and Latin American Life and Culture"[7] also was administered to all participating students in June 1972 and in May 1973.

Although it was not a preplanned phase of the project, an attitude questionnaire adapted from one developed by the school district in Edmonds, Washington was administered to all students involved in the research. (See Appendix G)

7. Miller and Aiken, "Spanish and Latin American Life and Culture", Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas.

Chapter III - Results

The research proposal as outlined called for the establishment of two experimental Spanish II classes, one a continuation of the experimental Spanish I class at Deering High School in 1971-1972, (Group A), the other (Group B) at Portland High School for students who had completed one year of traditional Spanish I.

The control group (Group C) consisted of two Spanish II classes at Deering High that were traditional Spanish I classes and continued to be taught in that method.

Statement of the Problems

Problem A: Does the material in Spanish II produce better results in improving the four basic skills (comprehension, speaking, reading, and writing) and cultural understanding when: (1) each child in the class has had a year's experience in an individualized instruction in Spanish I and has an individualized multi-media approach and contracts to Spanish II or when (2) each child in the class had a traditional Spanish I program and has a traditional Spanish II program.

Problem B: Does the material in Spanish II produce better results in improving the four basic skills (comprehension, speaking, reading, and writing) and cultural understanding when: (1) each child in the class has had a traditional Spanish I program and has an individualized multi-media approach and contracts to Spanish II or when (2) each child in the class had a traditional Spanish I program and has a traditional Spanish II program.

Problem C: Does the material in Spanish II produce better results in improving the four basic skills (comprehension, speaking, reading, and writing) and cultural understanding when: (1) each child in the class has had a year's experience in an individualized instruction in Spanish I and has an individualized multi-media approach and contracts to Spanish II or when (2) each child in the class has had a traditional Spanish I program and has an individualized multi-media approach and contracts to Spanish II.

Null Hypotheses

1a. The means of the difference scores between pre and post tests on the comprehension subtest of the MLA test will be equal for groups A and C.

1b. The means of the difference scores between pre and post tests on the comprehension subtest of the MLA test will be equal for groups B and C.

1c. The means of the difference scores between pre and post tests on the comprehension subtest of the MLA test will be equal for groups A and B.

2a. The means of the difference scores between pre and post tests on the speaking subtest of the MLA test will be equal for groups A and C.

2b. The means of the difference scores between pre and post tests on the speaking subtest of the MLA test will be equal for groups B and C.

2c. The means of the difference scores between pre and post tests on the speaking subtest of the MLA test will be equal for groups A and B.

3a. The means of the difference scores between pre and post tests on the reading subtest of the MLA test will be equal for groups A and C.

3b. The means of the difference scores between pre and post tests on the reading subtest of the MLA test will be equal for groups B and C.

3c. The means of the difference scores between pre and post tests on the reading subtest of the MLA test will be equal for groups A and B.

4a. The means of the difference scores between pre and post tests on the writing subtest of the MLA test will be equal for groups A and C.

4b. The means of the difference scores between pre and post tests on the writing subtest of the MLA test will be equal for groups B and C.

4c. The means of the difference scores between pre and post tests on the writing subtest of the MLA test will be equal for groups A and B.

5a. The means of the difference scores between pre and post tests on the Spanish and Latin American Life and Culture Test will be equal for groups A and C.

5b. The means of the difference scores between pre and post tests on the Spanish and Latin American Life and Culture Test will be equal for groups B and C.

5c. The means of the difference scores between pre and post tests on the Spanish and Latin American Life and Culture Test will be equal for groups A and B.

Statistics

For each of the 15 null hypotheses a two-tailed t test will be run to test the significance of the difference between the two means.

A significance level of .05 will be used.

The mean gains, standard deviations and corresponding t-ratios are listed in the following tables:

Table of Means, Gains, Standard Deviations and t-ratios Related to Hypotheses Concerning Groups A and C

For null hypothesis 1a:

Tests	Groups	Mean	Standard Deviation	t-ratio
Listening	A	6.64	6.79	n.s.
	C	3.55	3.37	

For null hypothesis 2a:

Speaking	A	12.78	11.59	n.s.
	C	7.94	8.45	

For null hypothesis 3a:

Reading	A	5.21	5.04	n.s.
	C	5.33	4.83	

For null hypothesis 4a:

Writing	A	15.35	13.72	n.s.
	C	16.85	13.09	

For null hypothesis 5a:

Culture	A	4.35	6.71	-1.82
	C	8.55	5.88	

Table of Means, Gains, Standard Deviations and t-ratios Related to Hypotheses Concerning Groups B and C

For null hypothesis 1b:

Listening	B	2.07	4.24	n.s.
	C	3.55	3.37	

For null hypothesis 2b:

Speaking	B*	---		n.s.
	C	7.94	8.45	

For null hypothesis 3b:

Reading	B	3.66	5.2	n.s.
	C	5.33	4.83	

For null hypothesis 4b:

Writing	B	4.2	9.5	-3.41
	C	16.85	13.09	

For null hypothesis 5b:

Culture	B	2.38	5.4	-3.24
	C	8.55	5.88	

Table of Means, Gains, Standard Deviations and t-ratios Related to Hypotheses Concerning Groups A and B

For null hypothesis 1c:

Listening	A	6.64	6.79	2.27
	B	2.07	4.24	

* no data available

For null hypothesis 2c:

Speaking	A	12.78	11.59	---
	B*	---	---	

For null hypothesis 3c:

Reading	A	5.21	5.04	n.s.
	B	3.66	5.2	

For null hypothesis c:

Writing	A	15.35	13.72	2.47
	B	4.2	9.5	

For null hypothesis 5c:

Culture	A	4.35	6.71	n.s.
	B	2.38	5.4	

The means are low in relation to their standard deviations due to the "negative" gain scores. Certain students in group B scored lower on the second test than they did on the first, thus giving them a "negative" gain score. These negative scores tended to reduce the mean gain considerably, but still increased the dispersion as represented by the standard deviation.

Four of the hypotheses - 1c, 4b, 4c and 5b - were rejected. Differences between the scores of these specific subtests were large enough to be considered "real" differences.

Student Progress

A study of the student progress log (Appendix F) indicates that the three students who completed the largest number of contracts in both groups A and B reached contract no. 6g. This is the equivalent of completing six lessons in the standard text.

In the final testing all of these students ranked above the 90th percentile on the audio-lingual norms established for the MLA tests for Spanish II students in speaking, reading and writing. Their scores on the listening-comprehension phase of the testing program were somewhat lower - placing them in the 62nd, 70th, and 76th percentile.

* no data available

In the control group C, the group that completed four lessons in the text, no student ranked above the 90th percentile in the listening, reading, and writing tests. However, six students achieved scores that placed them above the 90th percentile in speaking skills.

It should be noted that a large number of students in groups A and B did not accomplish as many lessons as did all students in group C. The range in number of contracts completed by the individualized groups A and B is great. There is a range of 47 contracts between the student who completed the smallest and the ones who completed the largest number. For those who were working on Spanish II by September 1972 the range is 39 contracts.

Learning patterns of a few students are interesting to observe. Students work at a low rate for a period of time, then move ahead rapidly. For example, one student in group A did not complete the requirements for Spanish I before September 1972. He finally did so on December 14, 1972. From January to June, working on Spanish II, in the class and at home, he accomplished three full lessons, or three quarters of the work done in a full year by group C. This learning was of high quality; he received a grade of A or B on all contracts except for five C's. Previously his grades were all C's or D's even though he worked very slowly. A complete change of attitude took place during this time; the student became actively interested and enthusiastic and now plans to continue next year in Spanish III. On the other hand one student in group B completed no contracts after February 2, 1973. He was absent from class much of the time, and accomplished nothing when he was there. These two students are extreme cases; the others showed varying degrees of motivation within these extremes. Generally the atmosphere of the classes was pleasant and relaxed. Students and teachers seemed to enjoy the activities that were in progress. Test results indicate that groups A and B generally accomplished as much in acquisition of basic skills as did group C. Group A, the group that had a year's previous experience with the individualized continuous progress method, generally made better progress than group B. This confirms the findings in the research done in the preceding year indicating that there is a time lag of several months during which students make minimal progress while they are becoming oriented to the different approach to learning.

Student Attitudes

Although measurement of student attitude was not a component of the research project per se, it is considered by the staff to be an extremely important factor that should be considered along with the acquisition of basic skills in language learning.

A trip to Spain at individual student expense was offered to all students of Spanish in the Portland Public Schools. Five students in groups A and B took advantage of this opportunity as did two students in group C.

A "Foreign Language Student Opinion Survey" was administered to all students in groups A, B, and C. (Appendix G) Of the twenty-nine students in groups A and B twenty plan to continue with the study of Spanish next year. Of the thirty-two students in group C thirteen plan to take Spanish III. Twenty-two students in groups A and B like an individualized class better than a standard class, seven members of group C would prefer to "have the chance to go at my own pace and not have to worry about grades". Even though twenty-two students in groups A and B prefer the individualized method of learning, ten members of these groups feel that the greatest drawback in these classes is that they "need daily pressure to work at my potential".

Other Uses of Individualized Contracts

The Portland School Department conducts at summer school classes in Spanish for beginning students and for those who need remedial work. The individualized contracts are being utilized successfully in these classes. The teacher is able to meet the widely varied needs of the students by selecting those contracts that are appropriate learning instruments for each individual student. Since the class is held in the classroom where the equipment for this program is available, and is taught by one of the regular staff for the program, this procedure was implemented with a minimum of effort.

During the academic year 1972-1973 the director worked with a Spanish teacher at the seventh grade level to develop a few contracts on the same format for the younger students. The teacher continued to use this method throughout the year with her seventh grade class. Although there was no formal measurement instrument used to gauge the success of this program, these students scored as well on the standard MCGraw-Hill tests for the seventh grade program as did any of the other seventh grade classes in the city.

Chapter IV Conclusions

Problem A

The results of the MLA tests administered in May 1973 to groups A and C indicate that the students who have had two years of experience in an individualized program make approximately the same progress in the acquisition of the basic skills as do those who have worked in the traditional program for two years.

The standard deviation for group A is greater in each of the subtests than it is for group C. The nine students who did not complete the requirements for Spanish I in the first year of the program account for this diversity in achievement. It is the conclusion of the project director that the slower students would have failed or dropped Spanish entirely in a traditional class. No students dropped out of the experimental classes; twelve and a half percent left the control group. The individualized program makes it possible for these students to work without embarrassment at their own rate of speed and without impeding the progress of the very talented members of their group (those who scored above the 90th percentile). Since no members of group C scored that well consistently in the subtests or advanced beyond lesson 4, it is probable that the more talented students in group C would have accomplished more in skill acquisition in an individualized setting. It was noted in the results of the Foreign Language Opinion Survey that seven members of this group would have preferred to be in an individualized program. (See Appendix G, question 23).

Problem B

The results of the MLA tests administered in May 1973 to groups B and C indicate that based on the writing subtest and the culture test, it is a disadvantage to students to undertake an individualized course at the second level in Spanish. All students in groups B and C studied Spanish I in a traditional setting. The problem of orientation to the new method that was noted in the first year's research is more severe for students working on Spanish II where the subject matter is more complex than in Spanish I. Group B had a longer class period (50 minutes) than did groups A and C (40 minutes). Without this variable, the difference in achievement between the groups would, no doubt, have been greater.

Problem C

The results of the MLA tests administered in May 1973 to groups A and B indicate that in listening and writing skills the progress is greater for the class that is in its second year of individualized instruction (group A) than for group B. Group B, it is concluded, made a lesser gain in these skills because of the previously mentioned orientation problem. Scores are not available for group B on the speaking subtest, so no comparison can be made as to progress in that skill. Reading and culture testing indicated that there is no significant difference between the two groups. From a consideration of the above results; it is the conclusion of this researcher that it is more advantageous to the student to initiate his individualized program at the Spanish I level where achievement was the same in both groups than at the Spanish II level.

Student Log and Percentile Rank

For the student who learns slowly, or for the academically talented student, it is more advantageous to be in an individualized program, starting in Spanish I than to be in a traditional program. For the average student, the one who completes four lessons in either type of program, it makes little difference whether he undertakes the study of Spanish in an individualized or a traditional setting as far as acquisition of basic skills or cultural knowledge is concerned. The scores on the MLA tests are comparable for these people.

Comparison of lessons accomplished with average percentile ranks on MLA Spanish II Tests.

No. of lessons completed		
1	-	27th percentile
2	-	30th percentile
5	-	61st percentile
6	-	88th percentile

Students who complete a small number of contracts in the experimental groups tend to stay in the program even though actual achievement is not great. None of the Spanish II students dropped out of these groups during 1972-1973.

In group C, however, 4 students or 12 1/2 percent of the class failed to complete the school year in Spanish II.

Learning Patterns

The learning patterns described in the preceding chapter indicate that students in the experimental groups did in fact exercise the option to learn at their own pace, thus exercising the opportunity offered them by this type of program. Lack of pressure is apparent in the atmosphere that prevailed in the classroom. (See videotape)

Student Attitude

Attitude and the classroom atmosphere are important considerations in comparing the experimental and the control groups. 70 percent of the experimental groups A and B, and 35 percent of the control group C plan to continue with Spanish III in 1973-1974. Several students in group A and B have requested that this type of program be continued at that level. The favorable attitudinal response to the individualized program; is, therefore, an established fact. It contrasts sharply with the lack of motivation that resulted from the Pennsylvania Study. "That investigation suggested on the basis of a careful interview of 225 students finishing French II and German II, despite the fact that the students preferred and enjoyed foreign language study, their motivation to study a foreign language was not sufficient to cause them to choose to continue such language study beyond the second year. It is also noteworthy that comments from these students indicated that their decision not to continue was made no matter what the teaching strategy used by their school or teacher".[8]

The adaptability of the individualized program to other classrooms was also indicated in the chapter on results. The format has now been successfully adapted to both junior high school and senior high school classes.

Recommendations

The shorter student contracts and quizzes developed for Spanish II constitute a marked improvement over the Spanish I contracts.

8. Hancock, Charles R. "Student Aptitude, Attitude, and Motivation" in Dale L. Lange, editor, Foreign Language Education a Reappraisal, National Textbook Co., Skokie, Illinois, 1972, pp. 137 & 138

Experience with them bears out the recommendation of the 1970 Northeast Conference Committee report on "Foreign Languages for all Students?" to "ensure that the increments of learning should be 'small and measurable' and that 'the student must be able to see his own progress frequently.'"[9]. The most serious problem with the individualized contract approach is still that of motivation of some of the students. Additional methods need to be developed that will encourage all of them to progress as far as their potential will permit. The trip to Spain was a positive factor for those few students who were involved.

Since the listening-comprehension scores were relatively low for all groups, means should be sought to improve this facet of the program in both the individualized and the traditional methodologies.

Research should be done to determine the efficacy of individualized, continuous progress foreign language learning when practiced by students who are already familiar with the method from experience in other subjects and at earlier grade levels. This should tend to reduce the adverse effects of the time spent in orientation to the procedures.

It is planned that Spanish III for these students will be organized in such a way that students will work in small groups of similar language background. They will do reading and tape listening individually but will meet every day for discussion of the reading and mutual solution of problems. At this level of language learning a maximum of conversational interaction between students is considered desirable.

9. Clark, John L.D. "Measurement Implications of recent trends", in Dale L. Lange, editor, Foreign Language Education, a Reappraisal, National Textbook Co., Skokie, Illinois, 1972 p. 227.

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Books

Altman, Howard B., ed. Individualizing the Foreign Language Classroom: Perspectives for Teachers. Rowley, Massachusetts: Newbury House Publishers, 1972.

Lange, Dale L. editor, Britannica Review of Foreign Language Education, Chicago: Encyclopaedia Britannica, Inc., vol. 3, 1971.

Lange, Dale L. and James, Charles J., editors, Foreign Language Education: A Reappraisal, Skokie, Ill. National Textbook Co., 1972.

Research Report

Thompson, Nancy A. "Special Approach to Spanish", prepared under the auspices of the United States Department of Health, Education, and Welfare, Office of Education, Institute of International Studies, dated July 25, 1972.

APPENDIX A

Name_____

Date Started_____

Date Completed_____

"Español: A Sentirlo" (SP. II)
Lección 3, Vocabulario; Contract: SP. II, 3 (a)
Covering Pages 62-64

Content:
New Vocabulary

Objective:
To learn to use new words

Student Activities and Check List

To the student:

For each numbered item of work:

a. If there is a line only in the second column, this item does not have to be checked by the teacher. Do it to your own satisfaction.

b. If the line extends into the first column, (the one headed by the word Profesor(a), it indicates that this item must be checked by the teacher before you go further.

If at any point you are having difficulty, do not go on without consulting a teacher.

Profesor(a)	Estudiante	Vocabulario
	_____	1. Open to Pages 62-64 in your textbook. Keeping your eyes focused upon the art illustrations, carefully listen and repeat the vocabulary as given on the tape cassette.
	___	2. Repeat the above vocabulary activity as many times as it is necessary for you to learn the meaning, the correct pronunciation, and the proper intonation of all new words.

SP. II, 3(a)

"Español: A Sentirlo" (SP. II)
Lección 3, Vocabulario; Contract: SP. II, 3(a)
Covering Pages 62-64

Student Activities and Check List (Con't)

Profesor(a)	Estudiante	Vocabulario
	_____	3. On pages 62, 63 and 64 practice reading the vocabulary sentences so that you learn the meaning in a logical context.
	_____	4. If a film strip, containing the new vocabulary is available, ask for it and practice with it. While visual reinforcement greatly aids you in the acquisition of new words, it also teaches you Spanish culture through it's representations of Hispanic locations, peoples and customs.

REMEMBER THAT YOU WILL HAVE LEARNED THESE NEW WORDS WHEN YOU CAN USE THEM IN ASKING AND ANSWERING QUESTIONS IN SPANISH.

Therefore, have you learned the following vocabulary?

SP. II, 3(a)

"Español: A Sentirlo" (SP. II)
Lección 3, Vocabulario; Contract: SP. II, 3(a)
Covering Pages 62-64

Vocabulary Guide; Lesson 3 - Contract: SP. II, 3(a), Pages 62-64

Vocabulario I - Sentences No. 1 and 2

Vocabulario II - Definitions, synonyms, antonyms, etc.

Vocabulario III - Cognates

el sur	m	the south
ecuador	m	equator
salir, (salen)(de)		to leave (from)
puerto	m	port
llevando		carrying
cantidad (es)		quantity
carne	f	meat
la mayoría	f	majority
el extranjero	m	foreign
la ganadería	f	cattle industry (herd)
sobresalir		to excel
origen	m	origin
ascendencia	f	origin, ancestry
consumo	m	consumption
guardias	f	guards
uniformes	m	uniforms
viajar		to travel
llevar (se)		to carry (to wear)
ganado	m	cattle
acostumbrar	m	to become acquainted, accustomed

SP. II, 3(a)

"Español: A Sentirlo" (SP. II)
Lección 3, Vocabulario: Contract SP. II, 3(a)
Covering Pages 62-64

Vocabulary Guide; Lesson 3 - Contract: SP. II, 3(a), Pages 62-64

Vocabulario I - Sentences No. 1 and 2

Vocabulario II - Definitions, synonyms, antonyms, etc.

Vocabulario III - Cognates

If you know the vocabulary that you have just studied, prove it to yourself by doing the following Prueba de Vocabulario:

Match each meaning in the 2nd column with its Spanish equivalent in the first column.
Write the number of the English meaning in front of each Spanish word.

_____viajar	1. quantities
_____extranjero	2. port
_____ecuador	3. custom
_____el sur	4. meat industry
_____guardias	5. to become acquainted
_____ganado	6. leave
_____ascendencia	7. origin
_____cantidades	8. majority
_____salir	9. south
_____uniformes	10. consumption
_____sobresalir	11. to wear
_____consumo	12. meat
_____llevando	13. foreign
_____puerto	14. guards
_____costumbre	15. equator

"Español: A Sentirlo" (SP. II)
Lección 3, Vocabulario: Contract: SP. II, 3(a)
Covering Pages 62-64

_____ganadería	16. ancestry
_____la mayoría	17. to excel
_____carne	18. to travel
_____acostumbrar	19. carrying
_____origen	20. uniforms
_____llevar	21. cattle

"Español: A Sentirlo" (SP. II)
Lección 3, Vocabulario; Contract SP. II, 3(a)
Covering Pages 62-64

Student Activities and Check List (Con't)

Profesor(a)	Estudiante	Vocabulario
	_____	5. Using the tape cassette, practice the ejercicios de vocabulario A, and B. (Page 64)
_____	_____	6. Write the ejercicios de vocabulario A and B (Page 64), and pass these ejercicios in as soon as you have completed them.

Be sure that all written work meets the following requirements:

1. Use composition paper.
2. On the upper right hand corner, put your name, date when completed, the period in which you belong, and the lesson and contract number.
3. It must be written in ink.
4. It must have the page number.
5. It must have the letter (section) of the ejercicio.
6. Each sentence must be numbered as they are in the book.
7. Each answer must be a complete sentence. (Even if it asks a "yes" or "no" answer). It has to be a complete sentence.

The sooner you pass the written exercises in, the sooner you will see your errors and make corrections in preparation for the following tests.

_____	_____	7. Notify your teacher that you are ready for an oral prueba. (Conversation, dictation, reading, tapes, etc. may be used in this part of the test. (If the teacher is occupied at that moment, do not waste your time doing nothing - go on studying for the written test.)

"Español: A Sentirlo" (SP. II)
Lección 3, Vocabulario; Contract SP. II, 3(a)
Covering Pages 62-64

Student Activities and Check List (Con't)

Profesor(a)	Estudiante	Vocabulario
_____	_____	8. Notify your teacher that you are ready for your written prueba over the whole contract.

END OF LESSON 1, SP. II, 3(a). If the results of the above tests are not satisfactory, you will have to repeat the work until it becomes satisfactory. You may begin the next contract only when you have successfully completed this contract.

RESOURCES:

A. McGraw-Hill Book Co. 1972, Third Edition "Español: A Sentirlo" (Learning Spanish the Modern Way)
B. McGraw-Hill Book Co. 1972, Cuaderno de Ejercicios for "Español: A Sentirlo" (Learning Spanish the Modern Way)
C. Filmstrips No._____
D. Tape Cassette No_____
E. Spanish-English Dictionary
F. Cassette Recorder
G. Headset
H. Filmstrip Viewer

APPENDIX A

Name_____

Date Started_____

Date Completed_____

"Español: A Sentirlo" (SP.II)
Lección 3, El Presente Progresivo. Verbos en-ar
Contract SP. II, 3 (b) (Covering Pages 66-67)

Content:
Estructura
The forming of the present progressive tense of (regular) ar verbs.

It is absolutely essential that you learn the following material in order to complete your contract successfully.

The present progressive tense emphasizes that the action is taking place now. It is formed by using the present indicative of estar plus the present participle. The present participle (of regular -ar verbs is formed by dropping the -ar ending and adding -ando.

1.	yo	estoy	mirando, hablando
2.	tú	estás	mirando, hablando
3.	él, ella, Ud.	está	mirando, hablando
1.	nosotros(-as)	estamos	mirando, hablando
2.	vosotros(-as)	estáis	mirando, hablando
3.	ellos, ellas, Uds.	están	mirando, hablando

Spanish	English
yo estoy mirando	I am looking (at) (this means right now)

Note: The present participle has only one form.
(It never changes!)

SP. II, 3(b)

"Español: A Sentirlo" (SP. II)
Lección 3, El Presente Progresivo. Verbos en-ar
Contract SP. II, 3 (b) (Covering Pages 66-67)

Objectives:

1. To learn the progressive tense.
2. To learn the -ar form of the present participle (regular verbs).

Student Activities and Check List

To the student:

For each numbered item of work:

a. If there is a line only in the second column, this item does not have to be checked by the teacher. Do it to your own satisfaction.
b. If the line extends into the first column, (the one headed by the word Profesor(a), it indicates that this item must be checked by the teacher before you go further.

If at any point you are having difficulty, do not go on without consulting a teacher.

Profesor(a)	Estudiante	Present Progressive tense (Present Participles -ar verbs)
	_____	1. Keeping your book open, listen and practice with the tape cassette no. .(Pages 66-67)
	_____	2. Keeping your book open, repeat the exercises paying special attention to Section B and practice your responses.
_____	_____	3. Using the attached practice sheet, write all exercises on it.
_____	_____	4. Answer the questions in the resumen orally, Page 67.

SP. II, 3(b)

"Español: A Sentirlo" (SP. II)
Lección 3, El Presente Progresivo. Verbos en-ar
Contract SP. II, 3(b), (Covering Pages 66-67)

Be sure that all written work meets the following requirements:

1. Use composition paper.
2. On the upper right hand corner, put your name, date when completed, the period in which you belong, and the lesson and contract number.
3. It must be written in ink.
4. It must have the page numbers.
5. It must have the letter (section) of the ejercicio.
6. Each sentence must be numbered as they are in the book.
7. Each answer must be a complete sentence. (Even if it asks a "yes" or "no" answer), it has to be a complete sentence.

The sooner you pass the written exercises in, the sooner you will see your errors and make corrections in preparation for the following tests.

_____ _____ 5. Notify your teacher that you are ready for an oral prueba. (Conversation, dictation, reading, tapes, etc. may be used in this part of the test. (If the teacher is occupied at that moment, do not waste your time doing nothing - go on studying for the written test).

_____ _____ 6. Notify your teacher that you are ready for your written prueba over the whole contract.

END OF LESSON 3, SP. II, Contract 3(b). If the results of the above tests are not satisfactory, you will have to repeat the work until it becomes satisfactory. You may begin the next contract only when you have successfully completed this contract.

"Español: A Sentirlo" (SP. II)
Lección 3, El Presente Progresivo. Verbos en-ar
Contract SP. II, 3(b), (Covering Pages 66-67)

RESOURCES:

A. McGraw-Hill Book Co. 1972, Third Edition "Español: A Sentirlo" (Learning Spanish the Modern Way)
B. McGraw-Hill Book Co. 1972, Cuaderno de Ejercicios for "Español: A Sentirlo" (Learning Spanish the Modern Way)

C. Filmstrips No._____
D. Tape Cassette No.____
E. Spanish - English Dictionary
F. Cassette Recorder
G. Headset
H. Filmstrip Viewer

"Español: A Sentirlo" (SP. II)
Lección 3, El Presente Progresivo. Verbos en-ar
Contract SP. II, 3(b) (Covering Pages 66-67)

PRACTICE SHEET

Put the following verbs into the present participle form:

1. trabajar_____ 6. tomar_____
2. bailar_____ 7. visitar_____
3. estudiar_____ 8. preguntar_____
4. mandar_____ 9. llevar_____
5. cantar_____ 10. pagar_____

Conjugate the following two verbs in the present progressive:

	Hablar		Ayudar
(1st person)	1._____	(1st person)	1._____
(2nd person)	2._____	(2nd person)	2._____
(3rd person)	3._____	(3rd person)	3._____
(1st plural)	1._____	(1st plural)	1._____
(2nd plural)	2._____	(2nd plural)	2._____
(3rd plural)	3._____	(3rd plural)	3._____

Write in Spanish the following: (Use subject pronouns as needed)

1. We are dancing.
2. They are preparing the meat.
3. John is working.
4. The boys are visiting
5. He is studying in his room.
6. Peter is watching television.
7. What are you asking? (Use formal form)
8. She is singing.

PRACTICE SHEET (Con't)

9. They are paying their check.

10. I am resting.

APPENDIX B

"Español: A Sentirlo" (Spanish II)

Suggestions for Oral Tests on the various contracts, such as:

VOCABULARY
ESTRUCTURA
LECTURA
EJERCICIOS ESCRITOS
(Including Dialogo)

ORAL TESTING OF VOCABULARY; (Use the following pattern):

I. Ask one or two questions on each of the pictures (art illustrations), like the pictures on Pages 3 and 4.

II. Ask questions from the exercises as on Pages 5 and 6. The student will first answer orally, followed by immediately writing the response just given. The student will do this for both I and II.

III. The student will take a short dictation (in Spanish). For this dictation the teacher will use sentences selected from the ejercicios in vocabulary section.

ORAL TESTING OF ESTRUCTURA CONTRACTS;

Ask questions from the Resumen Sections, as the Resumen on Page 11. The student will first answer orally; then, he will immediately write his response which he has just given. (He shall always answer with a complete statement, even if his answer is only a yes or no. He will put his yes or no in a complete sentence.)

ORAL TESTING OF LECTURA CONTRACTS;

I. Have the student read aloud (in Spanish) a segment of not more than 50 words from the Lectura (using a different book rather than that of the student). The teacher will particularly notice the student's pronunciation, intonation, and articulation. The teacher will mark the student for the above reading.

II. The student will close the book and will take a Spanish dictation of the same segment as in Section I (above). (Repeat only twice). The teacher will mark the student for the above dictation.

III. The student will now translate by writing (in English) what he has just written in the above dictation. The teacher will mark the above translation. The teacher will average the above 3 oral marks into one mark (for all three).

ORAL TESTING OF THE EJERCICIOS ESCRITOA Y EL DIALOGO;

I. Using the expressions and ideas that are in the dialogo that follows the Ejercicios Escritos (reference page 31), the teacher will ask 5 questions in Spanish to the student. After the student answers each question, he will write his answer in Spanish.

Instead of Section one above, the teacher could begin the dialogue in Spanish, and have the student take the part of a character in the dialogue. (The student will receive one mark for the above.)

ORAL TEST PATTERN, SP. II
Ejercicios, escritos y vacabulario.

APPENDIX C

"Español: A Sentirlo"
Lección 3, El Presente Progresivo, Verbos en - ar
Contract SP. II, 3(b), Covering Pages 66-67

I. Conjugate the following verbs in the present progressive tense in Spanish: (2 points per correct answer - 36)

1. andar 2. bailar 3. caminar

II. Write in Spanish the correct form of the present progressive tense of the verbs indicated. Write your answer on the line provided on the right of the sentence: (2 points each word - 10)

1. Los señoritas (to sing) canciones dulces. 1._____

2. Mi madre (to prepare) la comida. 2._____

3. ¿(To visit) ellos a sus amigos ahora? 3._____

4. Yo (to work) en las mañanas. 4._____

5. Ella (to study) español. 5._____

III. Write the correct English translation of the underlined verb. Write your answer on the right of each sentence. (2 points each answer - 10)

1. Ellos están pagando su cuenta. 1._____

2. ¿Me está mirando Ud.? 2._____

3. Ella está llevando guantes. 3._____

4. Ud. está pidiéndome ayuda. 4._____

5. Yo estoy comprando un coche nuevo. 5._____

IV. Translate the following sentences into correct Spanish: (2 points each word - 44)

1. She is taking her coffee.

2. They are resting this morning.

3. Are the boys wearing coats?

4. My mother is watching television this afternoon.

Written Test No. 1
SP. II, 3(b)

APPENDIX C

"Español: A Sentirlo" (SP. II)
Lección 3, Vocabulario: Contract SP. II, 3(a)
Covering Pages 62-64

WRITTEN TEST NO. 1

I. Give the correct Spanish for the following expressions:
(5 points each word - 100)

1. quantity
2. carrying
3. cattle industry
4. to travel
5. foreign

II. Give the correct English for the following expressions:

1. viajar
2. puerto
3. llevar
4. consumo
5. sobresalir

III. Fill each blank with an appropriate word or expression in Spanish: (You may use a word or expression only once.)

1. Los barcos _____el puerto.
2. Los soldados llevan_____.
3. Todos los años vamos al _____en el invierno.
4. Los toros y las vacas son _____.
5. Las tiendas venden_____de carne.

IV. Select the proper expression to complete the sentence.

1. ¿Es Ud. de _____española?

   tienda / guardia / ascendencia

2. Quién _____en la historia americana?

   lleva / viaja / sobresale

TEST NO. 1
SP. II, 3(a)

3. Viajamos _____ de E.E.U.U.

al consumo / extranjero / al sur

4. Cuatro de cinco hace _____.

la costumbre / una mayoría / una guardia

5. Pedro come una cantidad de _____.

carne / ganadería / consumo

TEST NO. 1
SP. II, 3(a)

APPENDIX D

Minimum Standards

Minimum standards have been established. In case of failure to meet these requirements, you should request additional help from the teacher or the teacher assistant in order to avoid receiving a grade of incomplete until you have met the requirements.

The above mentioned standards are as follows:

a. To earn an "A" in any one quarter you must complete a minimum of 12 contracts per quarter maintaining an "A" average.

b. To earn a "B" you must complete a minimum of 8 contracts per quarter with at least a "B" average.

c. To earn a "C" in any one quarter you must complete a minimum of 6 contracts maintaining at least a "C" average.

d. In order to receive a passing grade in any one quarter you must complete a minimum of 5 contracts while maintaining at least a 70 percent average.

e. Students who fail to meet any of the above standards will be ranked "incomplete" until they have accomplished them.

APPENDIX E

Individualized Program

"Special Approach to Spanish"

Ground Rules

1. Some of you are now commencing a new experience in language learning. You will, for the most part, do for yourself and by yourself, under your teacher's direction, many of the things you have done previously within a group structure. In so doing, you will be making your own decisions about the best use of your time.

2. You will receive credit for the completion of Spanish I or Spanish II when you have accomplished the skills specified for that course. The time spent on these will vary greatly from one student to the next. The program is designed in such a way that the average student, putting in a reasonable amount of time on the program, will complete half of the Spanish I or Spanish II skills in one semester, and the other half in the next semester. You will receive credit for Spanish I or Spanish II when you have completed the objectives for that course no matter how long it takes.

3. The activities you are to perform in acquiring these skills are described to you in contract form. The teacher will be the judge of the satisfactory performance that permits the student to proceed to the next contract.

4. The class time must be spent on Spanish. Do not distract the others. Students working on the same contract may work together whenever practicable.

5. About 3/5 of the time in class you will be working individually on contracts. One day a week you will meet with the teacher or teacher assistant for conversational practice with a small group of other students for thirty minutes. 30 percent of your grade is based on oral use of the language.

6. One period a week will be set aside for an enrichment program in which all students participate. You will be tested on material presented in these sessions.

7. You will take unit tests when you feel that you are prepared for them. Arrange with your teacher to take them at the beginning of the class periods as they will require an entire period for completion. Students may take a practice test before making the decision to take a unit test if they wish to.

8. At all times, during the individual, small group or large group phases of the program, feel free to ask for assistance from the teacher or teacher assistant, student aides may be available in some classes; they will help you also.

9. Equipment and resource materials will be distributed to you by an assistant. You will be responsible for returning them as soon as you have finished using them.

10. Each student will have his own textbook - Learning Spanish, the Modern Way, Level 1, second edition or Learning Spanish, the Modern Way, Level 2, third edition. From time to time students' contracts will specify the use of other resource materials that will be available in the classroom.

11. Minimum standards have been established. In case of failure to meet these requirements, you should request additional help from the teacher or the teacher assistant in order to avoid receiving a grade of incomplete until you have met the requirements.

The goals of this program are as follows:

1. To individualize instruction in order to meet the needs of all students regardless of their ability to acquire the technical skills of language learning.

2. To change the Spanish program from one which is based primarily on time criteria to one which is based primarily on performance and achievement criteria, thus avoiding boredom (for students of high ability) and frustration (for students of low ability) that are inherent in time oriented, lockstep classes.

3. To provide assistance for the individual student from the teacher or teacher assistant at all times.

4. To help the student to acquire an understanding of the cultures of Spanish speaking peoples.

APPENDIX F

Student Progress Log - Spanish I

Number of students in Group A completing each contract by the end of each month.

Contract	4(a)	4(b)	4(c)	5(a)	5(b)	5(c)	5(d)	5(e)	6(a)	6(b)	6(c)	6(d)	7(a)	7(b)	8(a)
Sept.					1	1	1								
Oct.	1	1		1	3	3	1	3	1			2	1	1	
Nov.			1			1	3	4	1	2	2			1	1
Dec.				1	1	1			2	2	2	1	1	1	1
Jan.				1	1		1	1	1			3	3	3	2
Feb.						1				1	1			1	2
Mar.							1	1	1			1	1	1	
Apr.										1					1
May											1	1			
June													1	1	1

APPENDIX F

Student Progress Log - Spanish II

Number of students in Group A completing each contract by the end of each month.

Figures for Group B are in parenthesis.

Contract	1(a)	1(b)	1(c)	1(d)	1(e)	1(f)	1(g)	1(h)	1(i)	1(j)	2(a)	2(b)	2(c)	2(d)	2(e)
Sept.	6	5	1												
Oct.	17	2(11)	6(9)	7(6)	4(2)	4(2)	4(1)	1(1)	1	1					
Nov.		(5)	(5)	(6)	2(6)	2(5)	1(4)	3(2)	3(2)	3(2)	1(2)	1(1)	1(2)	1	1
Dec.	1	(1)		(2)	(5)	(5)	1(7)	1(7)	(4)	(3)	3(1)	3(1)	3(1)	(2)	(2)
Jan.	2	3	3(1)	3(1)	2(1)	2(1)	1(3)	3(3)	2(6)	1(7)	1(6)	1(7)	1(7)	3(7)	3(3)
Feb.	1	1		1	2(1)	1(1)	1(1)		1(2)	3(1)	2(2)	2(2)	1(2)	1	1(3)
Mar.	1	1	3	1	1	1	2	2(1)	2(1)	1	2	1(1)	1(2)	2(4)	2(3)
Apr.				1		1				1(1)		1	2	1	1(1)
May							1	1	1		1(1)	1	1	1	2
June									1	1				1	

2(f)	2(g)	2(h)	2(i)	2(j)	2(k)	3(a)	3(b)	3(c)	3(d)	3(e)	3(f)	3(g)	3(h)	3(i)	4(a)	4(b)
1(2)	1(2)	1(2)	(2)	(1)	(1)	(1)										
3(2)	2(2)	(1)	?	1(1)		1(1)	1(2)	1(2)	1(2)	1(2)	(2)	(1)	(2)	(1)	(1)	(1)
(5)	1(5)	3(1)	3(2)	2(2)		(2)	(1)			(2)	1	1(1)	1(1)	1(1)	1(1)	1(1)
2(2)	2	1(5)	(5)	2(5)	3(2)	3	3(2)	3(2)	2(2)	2(2)	2(1)	(1)	(1)			
2(1)	2(1)	2(1)	2	2	1(5)	1(5)	1(3)	1(3)	2(2)	3(2)	2(2)	2(1)	2(1)	1(2)	2(1)	2(1)
1	1(2)	2(1)	3(1)	2	2	3	1(1)	1(2)	3	3	4	2(3)	3(2)	3(1)	4(2)	(1)
		1	2(1)	2	3		2	2	3	1	1	1(2)	(3)	(3)	(1)	4(1)

4(c)	4(d)	4(e)	4(f)	4(g)	4(h)	5(a)	5(b)	5(c)	5(d)	5(e)	5(f)	5(g)	5(h)	5(h2)	5(i)	5(j)
(1)																
1(1)	1(1)	(1)														
	(1)	1(1)	1(2)	1(2)	1(2)	1(2)	1(2)	1(2)	(2)	(2)	(2)	(2)	(2)			
2									1	1	1	1	1	1	1(2)	(2)
(2)	(2)	2(1)	(1)													
2(1)	(1)	(1)	2(1)	2(1)	(1)	(1)										

6(a) 6(b) 6(c) 6(d) 6(e) 6(f) 6(g)

(2)

1 1 1(2) 1(1) 1(2)

(1) 1(2) 1(2)

APPENDIX G

FOREIGN LANGUAGE STUDENT OPINION SURVEY

Instructions: On the answer sheet, fill in the blank with the answer which best matches your honest opinion with a soft lead pencil.

If you erase an answer, make sure to erase completely.

1. Grade in school this year: (1) 7 (2) 8 (3) 9 (4) 10 (5) 11 (6) 12

2. Language studied: (1) French (2) German (3) Latin (4) Russian (5) Spanish (6) Swedish

3. Are you now enrolled in this language: (1) Yes (2) No

4. In what semester are you now enrolled? (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 or above

5. How many semesters have you previously studied this language: (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 or more

6. Is any language other than English regularly spoken in your home? (1) Yes (2) No

7. Have you ever lived in a foreign country for six months or more (since you can remember)? (1) Yes (2) No

8. What grade did you receive in the language at the end of last semester? (1) A (2) B (3) C (4) D (5) F (6) P (7) NP or N (8) S (9) I

9. Why did you enroll in this language originally?

(1) Advice (or pressure) from parents.

(2) Advice (or pressure) from school counsellor or teacher.

(3) Encouragement by friends already enrolled.

(4) Needed for college or career.

(5) Plan to travel to the country.

(6) To avoid taking reading class.

(7) Just wanted to learn another language.

(8) Whim

10. Do you plan to continue taking this language next year?

(1) Yes (2) No

11. If yes, why? (1) Requirements not completed (2) It is interesting.

12. If not, why not?

(1) It is boring.

(2) Don't like the teacher.

(3) Don't like the teaching methods or materials.

(4) Grades too low to suit me.

(5) Requirements are completed.

(6) Can't work it into my schedule.

(7) It's too hard for me to learn a language.

(8) I lack sufficient background in English grammar.

13. Do you plan to continue this same language in college?

(1) Yes (2) No

14. What have you liked most about the language?

(1) Learning to speak it.

(2) Reading in the language.

(3) Learning the grammar.

(4) Learning about the people.

(5) Nothing

15. What have you liked least about the language?

(1) Learning to speak it.

(2) Reading in the language.

(3) Learning the grammar.

(4) Learning about the people.

(5) Nothing

16. How important is it for a person to learn a foreign language?

(1) Extremely important.

(2) Fairly important.

(3) Not very important.

(4) Waste of time.

17. Who should take a foreign language?

(1) Everyone

(2) Those who are going to college.

(3) Those who need it for a specific purpose.

(4) Only those who are interested in languages generally.

(5) No one.

18. What is the main value of studying a foreign language?

(1) Satisfies college requirements.

(2) To learn about other peoples.

(3) To learn a different way of expressing ideas.

(4) Improves understanding of English.

(5) No real value.

19. How do your parents feel about studying a foreign language?

(1) Important for college requirements.

(2) Important for career.

(3) Important as part of your general educational background.

(4) Important only for those who are interested in languages generally.

(5) Not terribly important.

(6) Waste of time.

20. Do you get as much help as you need in learning a foreign language?

(1) My teacher gives help when I don't really need it.

(2) I get as much help as I need and when I need it.

(3) I don't get as much help as I need, even when I ask for it.

(4) I don't get as much help as I need, but I don't want to ask for it.

(5) I get almost no help.

21. In what situation do you learn best?

(1) In a regular classroom working with the entire class.

(2) In a group of 5 to 10 students.

(3) In a group of 2 to 3 students.

(4) By myself.

22. Under what circumstances do you work hardest?

(1) When regular assignments are given and teacher sets deadlines.

(2) When I am allowed to go at my own pace without teacher pressure.

(3) It makes little difference whether the teacher sets the pace or I do--I generally work about as hard as I decide to.

23. Are you this year in an individualized foreign language class, where you may go at your own rate?

(1) Yes, and I like it better than a standard class.

(2) Yes, but I wish we were in a standard class.

(3) No, and I would not want to be in a continuous progress program.

(4) No, but I wish I did have the chance to go at my own pace and not have to worry about grades.

24. If you are now in an individualized class, what do you like most about it?

(1) I learn more because I can go at the speed which suits me best.

(2) I get more personal attention from the teacher with my own difficulties.

(3) I don't have to work so hard, since there are no deadlines.

(4) I can afford to miss class nore often.

(5) I don't like having to work for a grade.

(6) Nothing.

25. If you are now in an individualized class, what do you think is the greatest drawback?

(1) I need daily pressure in order to work at my potential.

(2) I like having grades.

(3) I don't get as much explanation of the material as I need.

(4) I miss working with the whole class.

(5) Everything is too disorderly.

(6) Nothing.

APPENDIX G

Summary of Responses

Item No.	Answer Nos.																	
	1		2		3		4		5		6		7		8		9	
	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C
1							5	10	20	17	10	5						
2	2	1			4				29	32								
3	30	32																
4	3		4	1	1	1	22	29										
5	4		1	3	13	25	9	1		1		1			2	1		
6	2		26	32														
7		1	29	31														
8	5	2	11	16	6	11	4	3									3	
9	5	3	5		2	1	19	22	2	6			7	12				
10	20	13	9	18														
11	9	4	10	11														
12	2	4			1	1		1	7	7	1	3						
13	11	7	15	23														
14	16	19	9	10	1	4	3	4	6	1								
15	3	4	2	7	17	13	1	1	6	7								
16	3	2	23	21	4	9	1											
17	9	10	8	8	12	9	8	12										
18	15	16	8	9	5	6	7	9		1								
19	16	11	3	1	18	15	4	5	1	6								
20	1	1	25	28	1		4	2										

Item No.	Answer Nos.																	
	1		2		3		4		5		6		7		8		9	
	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C	A&B	C
21	7	25	7	5	4		15	3										
22	12	16	11	2	9	14												
23	22		8			22		7										
24	16		8		8						1							
25	10		1						1		14							